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ABSTRACT

This manual is a collection of group and individual activities to be concluded by the teacher either prior to or during the Cispus Evaluation Workshop. Each activity is detailed and the time allowed is stated. Among the topics covered in the activities are: learning ability, learning outcomes, attitudes, assessing student's abilities, summarizing, recapitulation, and a copy of the Washington State Board of Education's Goals for the Common Schools. The final activity, entitled "Take It Back Home," prepares teachers for conducting workshops in their home school districts. (BT)

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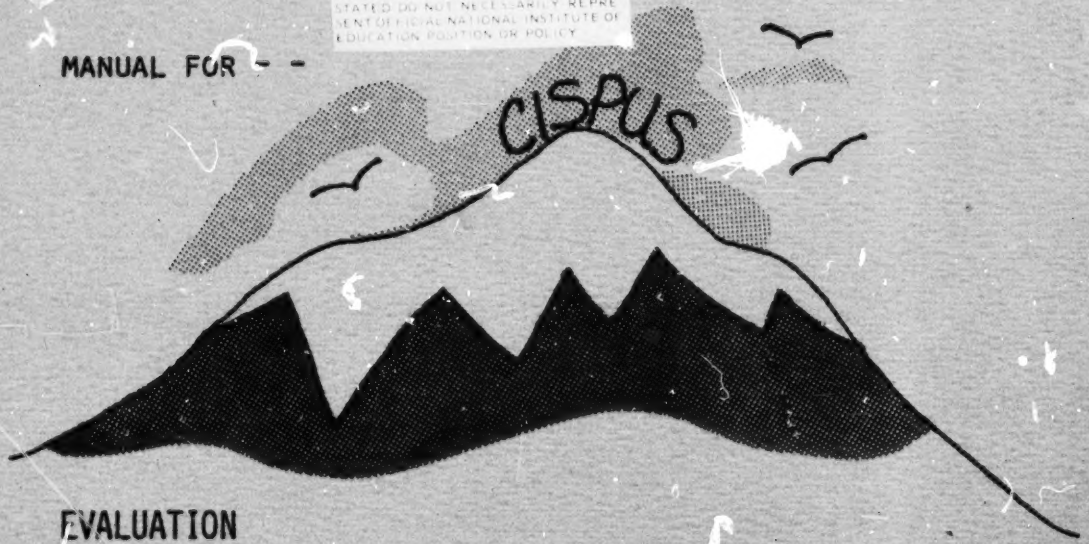

EVALUATION WORKSHOP

State Superintendent of Public Instruction
Olympia, Washington 98504

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SE 016 972

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The Cispus Evaluation Workshop (CEW) will consist of a series of group and individual activities like this one.

Please carry out this one and the next one before you come to the CEW.

The steps we'd like you to follow for this activity are:

1. Set aside 15 minutes of class time.
2. Briefly (about five minutes) discuss students' experiences at Cispus.
3. Appoint two students as brainstorm recorders.
4. Appoint one student as secretary (if the class has none).
5. Explain to your class the rules of brainstorming.*
6. Ask them, "When kids go to Cispus, what should they learn?"
7. When they stop adding ideas to the list (about seven minutes), have the secretary copy down the ideas for you.
8. Bring the list to the CEW.
9. You might want to discuss with other teachers their ideas for goals and objectives for a Cispus experience for children.

*Rules of Brainstorming

a. Everyone --- Mention every idea that comes to you.
b. Recorders -- Take turns putting ideas down.
c. Recorders -- Put down either every word of each idea or the key words (to the satisfaction of the person saying them).
d. Everyone -- Any and all ideas are wanted, no matter how silly, impractical, dumb, etc.

Homework II: Making an Assessment

The steps for this part are:

1. Take a list of your class' members.
2. Check the names of those who always write the date on papers when they hand them in; without being told to do so.
3. At the bottom of the column of check marks, put the number of names checked.
4. Divide that number by the total number in the class (and multiply by 100) to get the percent of the class which, as of now, voluntarily dates papers when they hand them in.
5. You have made an assessment. Bring this list, figures, etc., to the CEW, too.
6. Have your class take a piece of paper and write "Most Interesting" at the top and "Most Important" in the middle. Ask them to tell you the most interesting thing they have learned in your class this year and the most important.
7. Bring their answers to the CEW. This material will be summarized and can then be used later in working with parents, administrators, and the kids themselves.

:: REMEMBER! Bring two sets of materials from ::
:: this page and one set from Page One. ::

INTRODUCTIONS

[60 minutes]

PLEASE BEGIN BY CARRYING OUT THESE THREE STEPS:

1. Find you name tag.
2. Put it on, where people can see it.
3. Discuss the Agenda with two other people.

AGENDA FOR THE NEXT TWO OR THREE DAYS

1. Share lists you brought of "What kids should learn at Cispus."
2. Become acquainted with a system (which we will provide) for classifying what-to-learn items.
3. Classify the items on those lists you brought.
4. Become acquainted with a system for evaluating and recording progress in learning.
5. Plan ways of evaluating and recording progress in those items.
(6. If there is time, look at some suggested formulae for planning learning experiences. In any case, written suggestions will be provided.)
7. Discuss the methods suggested for
   a. Classifying such items.
   b. Evaluating and recording learning.
   (c. Planning learning experiences.)

DON'T GO ON TO THE NEXT PAGE UNTIL THE TOTAL GROUP IS CALLED TOGETHER

FEEDBACK

On the Agenda

(1) Please: Write below any suggestions or other comments you have about the agenda.

(2) Share aloud, with the group, those items on your list below which you feel must be discussed immediately.*

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

*The others, we will read later and take into account the next time this workshop is given.

WAIT FOR INSTRUCTIONS ABOUT THE NEXT PAGE, PLEASE!

[20 minutes, including a break (10-15 min.)]

SHARING YOUR LIST

Following are the steps for this page:

1. Take out your list (from Page One, Item 8) of "What kids should learn at Cispus." If you didn't bring one, see the footnote*.
2. Read your list to two other people. Explain what you think is meant by each item.
3. Try to answer any questions about the list the other two may have.
4. Listen to each of the others as they read and explain their lists.
5. Make sure you undertand exactly what they mean.

PLEASE LET THE GROUP LEADER KNOW WHEN YOU'RE FINISHED. THEN WAIT!

*Alternative:

1. Get anyone you can to help you for a few minutes and follow the instructions on Page One in a simulated classroom.
2. Do "Homework II" (Page Two) from memory and imagination.

THE FIRST CUT

[90 minutes]

Your steps this time are given below (actually, we'll do them together):

1. Get a copy of the Cispus Evaluation Kit.

2. Notice that it is divided (by green pages) into six sections

   One: "Guidelines"

   Two: "A Teacher's Taxonomy of Learning Outcomes"

   Three: "Teacher's Handbook"

   Four: "Evaluator's Handbook"

   Five: "The Factor of Organization in Learning"

   Six: "Skill = Speed x Accuracy x Form x Adaptability"

3. Open to the "Teacher's Handbook." Turn to page 3. Read 'A Teacher's Taxonomy.'

4. Divide your what-to-learn list in two by marking some of the items A (for ability) and some T (for tendency). Rewrite items which combine A and T, making them into two or more items.

5. Rotate lists with two other persons and see if you agree on the markings.

6. Go to a total group meeting to discuss problem items and read at least one example from each triad.

* * * * * * * * *

[60 minutes]

Take five steps forward:

1. Go back to the "Teacher's Handbook" in the Cispus Evaluation Kit again. Turn to page 10. Read 'Sorting Out Learning Outcomes'--just the parts about abilities. Please wait for everyone to finish the reading before discussing it.

2. Look at Table I on page 8 (we'll do this together).

3. Look over the list of abilities you marked "A" in the last round of activities, "The First Cut."

4. Rewrite each one in one of the following forms:

   A2 - "The learner can carry out the steps involved in _____ _____." (Skill)

   A3 = "The learner can see the relationship(s) between _____ _____ and _____." (Understanding)

   A4 - "The learner can recall _____ _____." (Knowledge)

5. If you finish before the others, help them get their items rewritten.

Hint:
Some "abilities" will have to be broken down into two or more abilities or a combination of abilities and tendencies.

WHERE ARE THEY?

Before your student learns an ability, you will want to know "where he/she is" with that ability. But what is the best way to determine that?

1. On a separate piece of paper, draw columns to form a table like this:

Ability	Six Possible Methods of Assessment					
	Teacher Recall*	Test [paper and pencil type]	Ask Student	Ask Another Person	Rating Scale** Applied to Performance	Rating Scale** Applied to Product

[*"Armchair" judgment (seated at home, at desk, etc., not at site)]

[**Check list, etc.]

2. through 7. on next page →

2. In the first column, write a word or two to represent each ability you identified in "The First Cut" (Page Six).
3. After each ability, write an "E" in one column to indicate which method of assessment would be easiest for you.
4. After each ability, write an "F" to indicate which method would be fairest to the student.
5. Explain your decisions to two other people, answering any questions they have as to how you intend to do it (basis for judgment, kind of test item, etc., etc.).
6. Read 'Three Approaches to Evaluating Learning,' on pages 2 and 3 in the "Teacher's Handbook."

NO FAIR ASKING WHY SOMEONE CHOSE A METHOD AS EASIEST OR FAIREST!

7. Discuss the activities on these two pages (Eight and Nine) with the total group.

* * * * * * * *

KINDS OF TENDENCIES*

Take six more steps:

1. Read 'Sorting Out Learning Outcomes' -- the parts about tendencies -- on pages 10 and 11 of the "Teacher's Handbook."
2. Look at Table II on page 7, too. (Do this together.)
3. Look at the list of abilities you marked "T" in "The First Cut" (Page Six).
4. Rewrite each one in one of the following forms:

   B2 - The learner tends to feel positive/negative toward _____ _____ and always reacts by _____ (attitude).

   B3 - The learner tends to _____ whenever possible (interest).

   B4 - The learner tends to _____ whenever he/she _____ (habit).
5. If you finish before the others, please help them get their items rewritten.
6. Back in the total group, share examples.

* * * * * * * * *

*Hint: Ask yourself "Is it a kind of behavior?" In most cases it's fair to ask "Can I visualize it?"

WHAT ARE THEY?

You may not agree that a person is what he tends to do, but surely interests, attitudes, and habits are important.

But how do you assess them?

"Sow a Habit and you reap a Character."

Please take these steps:

1. On a separate piece of paper, draw lines to form a table like this:

TENDENCY	FOUR POSSIBLE METHODS OF ASSESSMENT				
	Teacher Recall*	Ask Student	Ask Another	Observe: Under What Circumstances?	Observe: Looking for What Data?

[*"Armchair" judgment (seated at home, at desk, etc., not at site)]

2. through 7. on next page →

2. In the first column, put a word or two to represent each item you marked with a "T" in "The First Cut" (Page Six).

3. Read Page 4 of the "Teacher's Taxonomy," re assessment.

4. After each item, put an "E" in one of the columns to indicate what you think would be the easiest method for you. If you choose "observe," also write out answers to questions in column headings.

5. Put an "F" to indicate the fairest method, in your opinion. If you choose "observe," answer the questions.

6. Tell two other people about your choices, explaining exactly how you mean to do it.

7. Hear their ideas about assessment, too, and help them clarify their thinking by being sure you understand what they are saying.

CONTINUE DISCUSSION UNTIL TIME IS CALLED.

LAYING PLANS

[30 minutes]

We have been dealing with methods for assessing student's abilities and tendencies. But some experiences are planned merely to help the student build his store of memories. We assume this will influence his abilities and tendencies or enhance his quality of life. We can assess memories by merely asking him "Have you ever ...." His response should be quite sufficient.

So, you're ready for these steps:

1. Turn to page 3 of your "Guidelines."
2. You have already -- really -- carried out every step from A to I, except H.
3. Fill in pages 3 and 4 from your notes and records from the activities you have been involved in (Pages One to Twelve).
4. Read 'Two Uses for the Teacher's Taxonomy,' on pages 4-6 of the "Teacher's Handbook."

   Are those instructions compatible with the thinking we have been doing? Discuss that with two other people.
5. Share your conclusions in a total group meeting.

* * * * * * * * *

DEFINITIONS

[20 minutes]

If you wish to use the Teacher's Taxonomy in the future, we believe that a few definitions, added to the experiences you have had with the first thirteen pages, will make the Taxonomy much more powerful and will make it possible for you to apply it to all learning. We hope so. So here goes.

The steps for this activity are:

1. Read the seven definitions in "A Teacher's Taxonomy of Learning Outcomes." Remember, there are two sources of definitions:

   a. The dictionary-type (or historical) definitions of a word represent the most commonly used meanings of the word--determined by the context in which they have been found.

   b. The arbitary (or pro-tem) definition of a word, representing the meaning of the word in a particular discussion or system.

   The seven definitions are of the latter type.

2. Discuss the definitions with two other people. With such definitions, the question is not whether they are the "right" definitions but if they are clear and if they:

   (1) overlap in meaning,

   or (2) leave out areas of meaning.

3. Discuss the definitions in the total group. The point is to identify points or parts of the definitions which are not clear, so as to obviate misunderstandings so far as possible.

[20 minutes]

SUMMARIZING I

1. Turn back to Page Two of this booklet, "Homework II: Making an Assessment."
2. Get out the data you collected in carrying out Steps 1-4 on Page Two.
3. How would you classify/identify the learning outcome dealt with there according to the Teacher's Taxonomy?
4. There will be a general announcement regarding the "right" answer to Step 3.
5. Find the figure (a percent) you got in Step 4 of the "Homework."
6. Open your Cispus Evaluation Kit to pages 3 and 4 of the "Guidelines."
7. Assume that you collected the data, which is summarized by the percent figure you have, before the learning experience. On Page 3 or 4 make a record of that data.
8. Compare your record with those of two other people.

* * * * * * * *

[90 minutes]

SUMMARIZING II

After data has been collected about the results of a program, the next steps are assembling, analyzing, and summarizing. The three processes can go on simultaneously. To practice that --

1. Take out your students' discussions of "Most Interesting" things from the activity described on Page Two.

3. Examine the papers one at a time and, on a separate sheet(s) of paper, build a list of things learned. A "list" is a column of items, preferably numbered. Be sure to put only one item per line (or number). The list may be long.

4. After each item, put a dash and a tally mark, like this: - 1. If an item appears more than once, add another tally for each succeeding appearance, like this: ~~1111~~ 1 (six appearances).

5. Read over the list you have made, looking for similarities. Group similar items together by one of these processes --

   a. Re-copy them, in groups

   or b. Label items "A," "B," "C," etc., or with meaningful labels

   -- until you have not more than five or six major groups.

GO ON TO NEXT PAGE --

SUMMARIZING II - cont'd.

6. Devise a meaningful label for each major group. The label should do one of these --

   a. Include all items in the group.
   or b. Identify the elements common to all items in the group.

7. Count the number of items in each major group, and write it down.

8. Write a paragraph about your findings, using such phrases as--

   a. "Generally, the students reported learning ...."
   b. "The item most frequently mentioned as having been learned was .... Which was mentioned ... times."
   c. "In order of frequency, the kinds of learning mentioned were ...."
   d. "Most of the students reported ...."
   e. "Several students mentioned having learned ...."
   f. "Finally, ... were each mentioned once."

9. As soon as you finish, take turns reading these paragraphs in a group of three. Help each other with constructive editorial comment if you can.

10. In the total group, hear one or two summaries from each triad.

* * * * * * * *

Pretend this was for a report to the school board or PTA.

Would a Newspaper be interested in this?

What would a superintendent's reaction be?

SUMMARIZING III

1. Carry out the steps for Summarizing II, but with "Most Important" items.

2. Write a brief comparison between what the students said was <u>important</u> and what they said was <u>interesting</u>. Include:

   a. Similarities

   b. Differences

   and c. Conclusions

3. In a triad, exchange "comparisons."

4. Return "comparisons" to their authors.

5. In the total group hear one or two "comparisons" from each triad.

† † † †

[20 minutes]

Recapitulation

In this Cispus Evaluation Workshop you have carried out all of the steps in the evaluation process we recommend:

1. You established some goals and objectives (by asking your students),

2. You classified those goals according to the Teacher's Taxonomy,

3. You made a pre-learning or "before" assessment of one class of learning outcomes - habits (by estimating how many of your students date their papers),

4. You made a post-learning or "after" assessment of several classes of learning outcomes (by asking your students for "most interesting" and "most important" learning outcomes),

MORE →→

Recapitulation - cont'd

5. You classified the data collected in a post-learning assessment according to the Teacher's Taxonomy,

6. You summarized your post-learning data,

7. Instead of comparing post-learning data with pre-learning data and thus estimating gains or changes, you compared "most important" and "most interesting." The process is much the same,

8. You reported results to others (two others, anyhow),

9. Now, in the total group, discuss who needs to be involved in each of the eight steps above. This step is essential.

* * * * * * * *

CHECK AGAINST THE STATE BOARD'S GOALS FOR THE COMMON SCHOOLS

All educational objectives in the public schools of Washington should be consistent with the State Board Goals for the Common Schools of Washington. Private schools would find them instructive and enriching. To check your objectives against the goals, take the following steps.

1. Number your objectives.
2. Turn to the next page and put each of your objectives' numbers after one or more of the State Goals there listed. Bear in mind that
   a. Any objective which would operate <u>against</u> the State Goals may not be pursued in a Washington public school.
   b. Other objectives outside of the State Goals are pursued at the option of the local district.
3. Check your decisions with two other people.

* * * * * * * *

Goals for the Washington Common Schools adopted in 1972 by the State Board of Education.

THE PROCESS OF EDUCATION SHOULD . . .

. . . respect the uniqueness of each learner.

. . . provide increasing opportunities for individual self-direction and decision making.

. . . provide learning experiences matched to each student's readiness to learn and the way he learns best.

. . help each learner perform well and gain satisfaction from his performance.

. . . emphasize that cultural, ethnic and racial differences contribute positively to our nation's future.

. . . extend learning opportunities beyond the school building, school day and school year.

. . . utilize the involvement and support of the entire community to maximize educational experiences.

. . . self-renew through continuous evaluation of progress toward the desired learning outcomes.

AS A RESULT OF THE PROCESS OF EDUCATION, EACH STUDENT SHOULD . . .

. . . have the basic skills and knowledge necessary to seek information, to present ideas, to listen to and interact with others, and to use judgment and imagination in perceiving and resolving problems.

. . . understand the elements of his physical and emotional well-being.

. . . know the basic principles of the American democratic heritage.

. . appreciate the wonders of the natural world, man's achievements and failures, his dreams and capabilities.

. . . clarify his basic values and develop a commitment to act upon these values within the framework of his rights and responsibilities as a participant in the democratic process.

. . . interact with people of different cultures, races, generations, and life styles with significant rapport.

. . . participate in social, political, economic and family activities with the confidence that his actions make a difference.

. . . be prepared for his next career step.

. . . use leisure time in positive and satisfying ways.

. . . be committed to lifelong learning and personal growth.

TAKE IT BACK HOME

Hopefully, when you get to your home district, you will want to make available to the educators there an array of alternative objectives which can readily be achieved at Cispus. In order to develop such an array, take these steps:

1. As a total group--brainstorm* for "The major kinds of objectives which can be achieved at Cispus."
2. As a total group, consolidate those major headings until you have them down to five or six (refer back to your experience in "Summarizing II--Pages Sixteen and Seventeen--for specific techniques).
3. Organize the brainstormed items under the major headings in outline form to present to your educators back home as thought-stimulators.
4. Under the sub-headings, you could, of course, list all of the objectives your district listed on Page Thirteen. To give the folks back home the widest possible choice, exchange copies of your objectives with other people at this workshop. Your workshop leader(s) will implement this exchange.

*See Page One for Rules for Brainstorming.